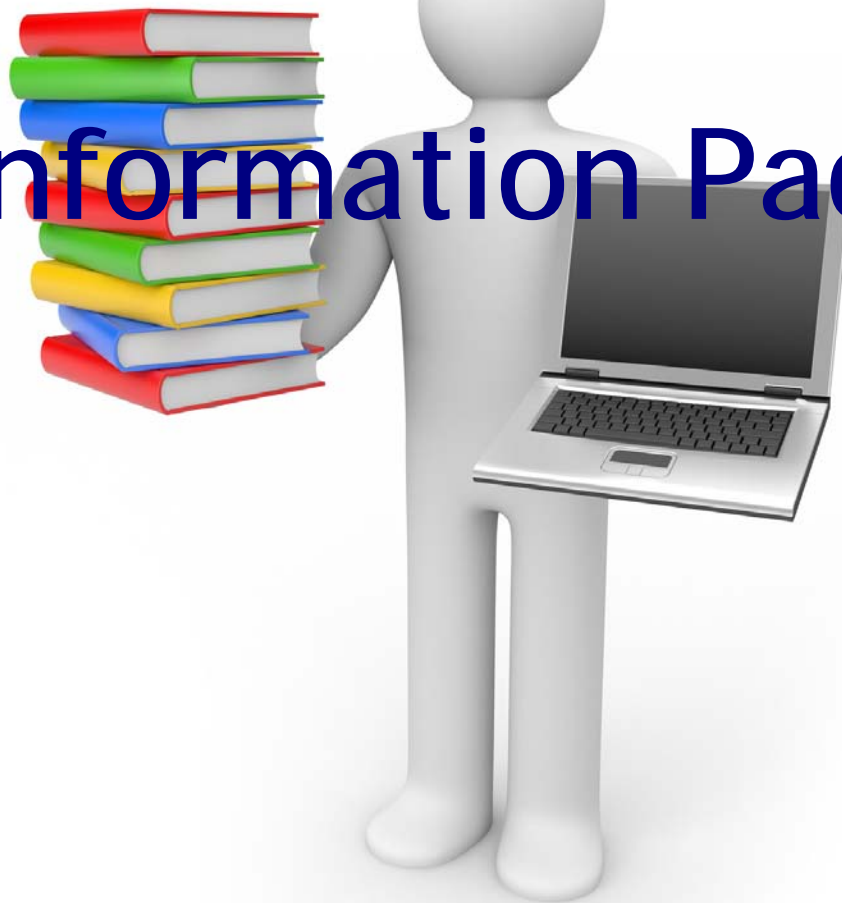


# School Self Review Information Pack



Prepared by Gregory  
and Denby Associates  
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# School Self Assessment

## 1. Learning

### 1.1 Technology skills

#### *Level 1.*

Students generally have low level technology skills. Skill development is focused on the basics with little understanding of the application of technology to broader tasks.

#### *Level 2.*

There is some application of basic technology to a limited range of tasks. Knowledge and understanding of technology is developing.

#### *Level 3.*

Some students have the opportunity to use and develop many aspects of their technology capability through a range of experiences and contexts that are often matched to their needs and abilities.

#### *Level 4.*

Almost all students have the opportunity to develop and use their technology capability through a wide range of contexts and challenging experiences. They are encouraged to personalize their learning with the appropriate support of technology.



# 1. Learning

## 1.2 Technology support for learning

### *Level 1.*

There is little encouragement for students to use technology to support their learning.

### *Level 2.*

Some students are encouraged to use technology to support their learning within school. When students demonstrate their learning with technology some teachers are unsure how to respond.

### *Level 3.*

Most teachers actively encourage students to use technology to support their learning and provide opportunities for them to do so. Some teachers encourage extended use beyond the school day where appropriate.

### *Level 4.*

Technology is used extensively to enable students to support and extend their learning regardless of time and location. Expectations of students' learning with technology are high and such learning is often considered to be an exemplar model.



# 1. Learning

## 1.3 Student progress

### *Level 1.*

Few students make appropriate progress in their use of technology during their time at the school.

### *Level 2.*

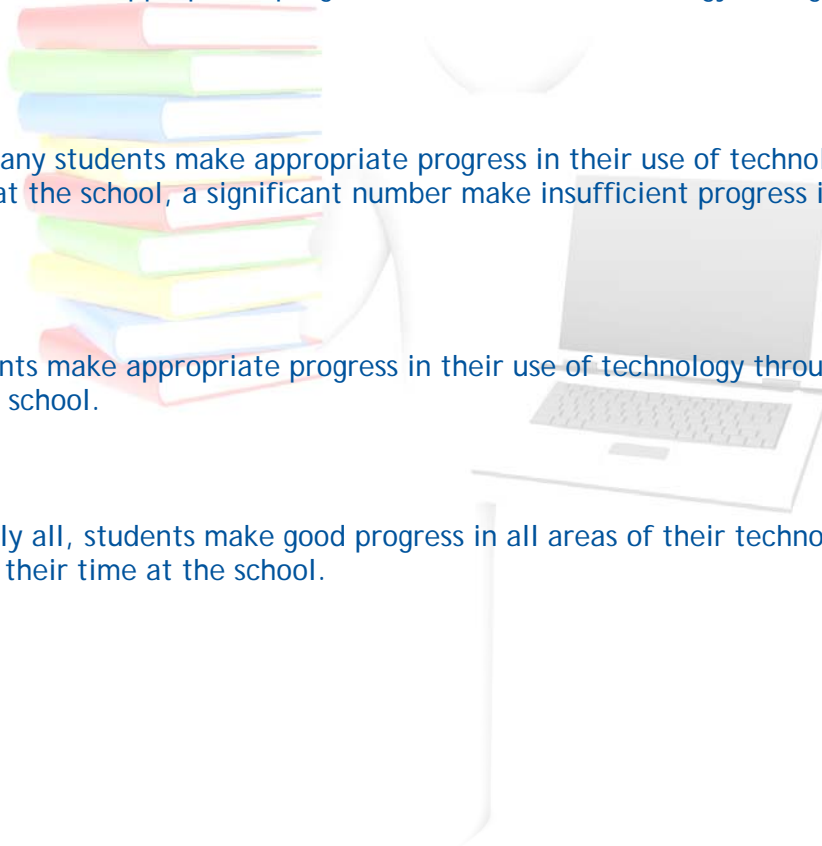
Although many students make appropriate progress in their use of technology during their time at the school, a significant number make insufficient progress in some areas.

### *Level 3.*

Many students make appropriate progress in their use of technology throughout their time at the school.

### *Level 4.*

All, or nearly all, students make good progress in all areas of their technology use throughout their time at the school.



# 1. Learning

## 1.4 Student awareness of the role of technology

### *Level 1.*

Most students cannot identify how or explain why the use of technology has a positive impact on their learning.

### *Level 2.*

Some students are able to identify how technology can be used to support their learning, they can occasionally explain why this has a positive impact on their learning.

### *Level 3.*

Most students are able to identify how technology can be used to support their learning, they can often explain why this has a positive impact. Students are beginning to evaluate their own technology usage and adapt it based on their own experience.

### *Level 4.*

Almost all students have a good understanding of the potential of technology to support, enhance and personalize learning. Drawing on their own experiences they can identify and positively adapt the ways in which technology makes a difference to learning and achievement.



# 1. Learning

## 1.5 Student choice

### *Level 1.*

Few students are able to choose the type of technology they want to use and apply it appropriately.

### *Level 2.*

Some students can choose appropriate technologies. They use them in limited ways and generally do not apply their usage to new situations.

### *Level 3.*

Most students can choose a range of appropriate technologies to enhance and develop their learning. They are able to apply the use of these technologies to new challenges and have growing expectations about using technology to support their learning in school.

### *Level 4.*

Almost all students have reached high levels of confidence and independence in their choice and application of technology. They have high expectations about using technology to support their learning both within and beyond the school.



# 1. Learning

## 1.6 Developing learning

### *Level 1.*

Technology has little or no impact on the development of students' learning skills or creative abilities.

### *Level 2.*

Technology helps some students develop their learning skills and creative abilities. Using technology, students sometimes research, draft their work and pay more attention to detail and presentation. Opportunities to do this are limited and inconsistent.

### *Level 3.*

Technology usage in some curriculum areas develops most students' ability to: be creative, research and refine work, learn from mistakes, collaborate and reflect on quality. Opportunities to do this are frequent but lack consistency.

### *Level 4.*

Technology in a broad range of curriculum areas improves almost all students' creativity, ability to investigate, critical thinking, refinement of work, collaboration and analytical reflection. This takes place within the school and beyond.



# 1. Learning

## 1.7 Attitudes to learning

### *Level 1.*

Technology use has little or no influence on students' motivation or general attitude to learning.

### *Level 2.*

Technology use positively influences some students' self-esteem, motivation and general attitude to learning.

### *Level 3.*

Technology use helps many students improve their motivation and supports the development of their self-esteem, creating positive attitudes toward learning.

### *Level 4.*

Technology use develops almost all students' enthusiasm, motivation and innovation. They explore the potential of technology to improve their work. The use of technology has a major impact on their self-esteem, engagement and approach to learning within and beyond the school.



# 1. Learning

## 1.8 Technology provision

### *Level 1.*

Technology resources (hardware, software and content) are insufficient/limited in quality, quantity, range, suitability and availability and therefore have a minimal impact on learning.

### *Level 2.*

Technology resources (hardware, software and content) are sufficient in quality, range and suitability but limited in quantity and availability. Students are able to choose appropriate tools to personalize their learning but due to limited availability this is in the minority of lessons.

### *Level 3.*

Technology resources are sufficient in quality, quantity, range, suitability and are readily available to allow students to personalize their learning. The school is taking steps to provide access to appropriate technology resources for those without access beyond the school.

### *Level 4.*

There is a wide range of high-quality technology resources which are sufficient to meet student needs wherever and whenever learning takes place. These are used imaginatively and have a significant impact on learning.



# School Self Assessment

## 2. Teaching

### 2.1 Using technology for teaching

#### *Level 1.*

Most teachers make little or no use of technology in their lesson delivery and/or follow up and/or administrative tasks.

#### *Level 2.*

Some teachers use technology in their lesson delivery and/or follow up and/or administrative tasks.

#### *Level 3.*

Most teachers make regular use of technology in their lesson delivery, follow up and administrative tasks.

#### *Level 4.*

Almost all teachers make use of technology as an integral and natural part of their lesson delivery, follow up and administrative tasks across all curriculum areas.



## 2. Teaching

### 2.2 The quality of teaching with technology

#### *Level 1.*

Technology usage by most teachers is inconsistent, unplanned and has little impact on learning.

#### *Level 2.*

Technology usage by some teachers is occasionally planned. It is generally consistent but mainly used to replicate traditional teaching approaches. This results in limited learning gains.

#### *Level 3.*

Technology usage by most teachers is often planned and applied consistently to engage and motivate students in their learning through active and interactive learning experiences. Teachers use a range of approaches and resources leading to moderate gains in learning.

#### *Level 4.*

Technology usage by almost all teachers is always planned and applied consistently to enhance teaching and learning experiences within and beyond the classroom with approaches not readily accessible through more traditional methods. This leads to significant gains in learning.



## 2. Teaching

### 2.3 Self evaluation

#### *Level 1.*

Teachers rarely make critical judgments about the use of technology in their teaching and its impact on learning. No structures exist for evaluation.

#### *Level 2.*

Some teachers critically evaluate the use of technology in their teaching and its impact on learning. The results of this are occasionally used to guide future practice. Some informal structures exist for evaluation.

#### *Level 3.*

Many teachers critically evaluate the use of technology in their teaching and its impact on learning, but do not do so routinely. Some teachers work together to share the outcomes of critical evaluations and this informs future practice. There is a standard structure for evaluation in place but it is not always used.

#### *Level 4.*

Almost all teachers make regular critical evaluations of the use of technology in their teaching and its impact on learning. They routinely share outcomes with colleagues within and beyond the school when appropriate. There is a clear, definable impact on future practice. A standard structure is used for almost all evaluations.



## 2. Teaching

### 2.4 Guiding student technology use

#### *Level 1.*

Few teachers are able to guide students in their use of technology beyond the most basic applications.

#### *Level 2.*

Some teachers are able to guide students in their use and application of technology across a basic range of tools.

#### *Level 3.*

Most teachers are able to guide students in their use and application of a broad range of technology tools.

#### *Level 4.*

Almost all teachers are able to guide students in their use, application, appraisal and improvement in usage of a broad range of technology tools including those considered to be "cutting edge".



## 2. Teaching

### 2.5 Personalized learning

#### *Level 1.*

Few teachers have an understanding of personalized learning. Those that do rarely model this approach in the classroom with or without the use of technology.

#### *Level 2.*

Some teachers have an understanding of personalized learning. They occasionally apply this approach to lessons and allow students to use prescribed technology tools to support this.

#### *Level 3.*

Most teachers have a good understanding of personalized learning. They plan activities which promote this learning style and provide students with a range of suggested technology tools to support. Students are able to choose their methods and resources.

#### *Level 4.*

Almost all teachers have a good understanding of personalized learning and employ this along with a variety of other teaching methods to achieve maximum results. Technology is used freely by students and teachers are able to support a broad range of tools and applications to enable a high degree of flexibility and customization of learning.



## 2. Teaching

### 2.6 Planning

#### *Level 1.*

Teacher lesson plans do not take technology into account.  
Teacher lesson plans are not digitally based.  
Teacher lesson plans do not have embedded resources.

#### *Level 2.*

Some Teacher lesson plans take technology into account.  
Some Teacher lesson plans are digitally based.  
Some Teacher lesson plans have embedded resources.

#### *Level 3.*

Most teachers integrate technology into their planning. There is some standardization through templates and most digital resources are embedded. Planning is shared amongst teachers within the school.

#### *Level 4.*

Almost all teachers fully integrate technology into their planning. All planning is standardized through a template containing embedded digital resources (including video and audio recording of exemplar lessons). Planning is available to all learners within the school and beyond. Lesson evaluations are included where appropriate.



## 2. Teaching

### 2.7 Resources

#### *Level 1.*

Few teaching resources are digitized.

#### *Level 2.*

Some teaching resources are digitized and available within the school network.

#### *Level 3.*

Most teaching resources that can be digitized have been and are available within the school and beyond to all teachers and learners.

#### *Level 4.*

All teaching resources that can be digitized are. They are available within the school and beyond to all teachers and learners. Digitized resources are tagged and held in a searchable, online storage area. A user review process ensures quality control and aids selection.



## 2. Teaching

### 2.8 Technology provision

#### *Level 1.*

Technology resources (hardware, software and content) are insufficient/limited in quality, quantity, range, suitability and availability and therefore have a minimal impact on teaching. Few teachers have personal mobile computing devices.

#### *Level 2.*

Technology resources (hardware, software and content) are sufficient in quality, range and suitability but limited in quantity and availability. Teachers have to book resources for classroom delivery which results in limited usage. Some teachers have personal mobile computing devices.

#### *Level 3.*

Technology resources are sufficient in quality, quantity, range, suitability and are readily available to allow teachers to use them on a regular basis. The school is taking steps to provide access to appropriate technology resources for those without access beyond the school. Most teachers have a personal mobile computing device and can access resources and school systems in school.

#### *Level 4.*

There is a wide range of high-quality technology resources which are sufficient to meet teacher needs wherever and whenever teaching and learning takes place. These are used imaginatively and have a significant impact on learning. All teachers have a personal mobile computing device and can access resources and school systems in school and beyond.



## School Self Assessment

### 3. Administration and Management

#### 3.1 Planning

##### *Level 1.*

Building level planning takes no account of technology.

##### *Level 2.*

Building level planning includes some reference to technology but is unclear about the expectations of technology for learning and teaching. It has been shared with the staff, but is understood and embraced by a minority of teachers.

##### *Level 3.*

Building level planning identifies the distinctive contribution of technology and its potential to enhance the school's work. It identifies how technology supports wider aims and aspirations and is understood and embraced by most teachers and some students.

##### *Level 4.*

Building level planning includes the needs of the wider school community. It is informed by recent developments in technology and exemplary educational practice. It is understood and embraced by all teachers, and the majority of students and is supported by parents and the wider community.



## 3. Administration and Management

### 3.2 Reviewing technology within building level planning

#### *Level 1.*

Building level planning takes no account of technology therefore review cannot take place.

#### *Level 2.*

There are no systems in place to review technology within the planning. There is a limited awareness of the ways that current technologies or practices might influence planning.

#### *Level 3.*

Technology is reviewed within the building level planning in relation to current technologies and effective practices. This review is beginning to be informed by the outcomes of internal evaluations of the impact of technology.

#### *Level 4.*

The place of technology within the building level planning is frequently reviewed and updated. Emerging technologies, new initiatives and practices are explored and evaluated. Reviews take account of internal evaluations and changing learner practices within and beyond the school.



## 3. Administration and Management

### 3.3 Strategic leadership of technology

#### *Level 1.*

There is no defined leadership or coordination of technology. Individuals act independently of each other.

#### *Level 2.*

The leadership of technology has been left to one or two individuals who are not part of the senior leadership team. Lines of accountability are unclear and impact is limited.

#### *Level 3.*

The responsibility for the strategic leadership of technology rests with the Principal and the senior leadership team. Distributed and coordinated leadership of some aspects of technology across the whole school results in identifiable impact on learning and teaching.

#### *Level 4.*

Strategic leadership for technology extends to external stakeholders. Empowered leadership of all aspects of technology within and beyond the school is distributed and coordinated effectively. This approach ensures that technology has widespread impact on all aspects of the school's work. Systems are in place to develop and sustain this quality of leadership.



## 3. Administration and Management

### 3.4 Budget

#### *Level 1.*

The school does not budget in a planned way for the long-term development and renewal of technology.

#### *Level 2.*

The school has begun to plan its technology budget more actively. Development and renewal of technology resourcing are based on current needs. Longer term sustainability is not addressed.

#### *Level 3.*

The school budgets carefully for technology across the whole of its work and has begun to cost more fully the implications of its technology planning. The longer term renewal of technology resources is being addressed.

#### *Level 4.*

The budgetary processes within the technology planning ensure the development and longer term sustainability of all aspects of technology provision. Budgeting takes account of the total cost of ownership.



## 3. Administration and Management

### 3.5 E-Safety

#### *Level 1.*

The school is not fully aware of its responsibilities in providing a safe and secure technology environment for all the staff and students. Some policies are in place but these are not comprehensive or regularly reviewed. The lack of a coordinated approach to e-safety results in inconsistent practices.

#### *Level 2.*

The school is aware of its responsibilities to provide a safe and secure technology environment for its staff and students. There are relevant policies in place, including an Acceptable Use Policy, which are understood and adhered to by many teachers and students.

#### *Level 3.*

The school is fully aware of its responsibilities and takes appropriate action to ensure that technology usage by all the staff and students is responsible, safe and secure. It has a coordinated approach to the development and implementation of its e-safety policy.

#### *Level 4.*

E-safety is embedded within the wider school culture. Policies are comprehensive and regularly reviewed in line with developments in technology and practice. There is coordinated and robust implementation of policies by all the staff and students within and beyond the school and practice is monitored. The school engages regularly with parents to promote the e-safety of students beyond the school.



## 3. Administration and Management

### 3.6 Evaluating effectiveness

#### *Level 1.*

There is little or no evaluation of the impact of technology. The school makes no attempt to link expenditure to improvement in outcomes.

#### *Level 2.*

The school has begun to evaluate the effectiveness of its technology expenditure but is not yet able to link this to improvement in outcomes.

#### *Level 3.*

There is regular monitoring of the implementation and effectiveness of technology usage. Some links are made between technology expenditure and outcomes. A range of evidence, from within and beyond the school, is beginning to inform strategic planning and practice.

#### *Level 4.*

There is regular and detailed monitoring and evaluation of the effectiveness of technology and its impact on students' achievements. This is based on a wide range of evidence from within and beyond the school and has a strong influence on strategic planning and practice.



## 3. Administration and Management

### 3.7 Technology to support assessment, recording and reporting

#### *Level 1.*

There is no strategy for the use of technology to support assessment, recording and reporting or to monitor and analyze student performance.

#### *Level 2.*

There is no coherent strategy for the use of technology to support assessment, recording and reporting. There are variations in practice and little overall impact on the monitoring and analysis of student performance.

#### *Level 3.*

There is an agreed whole-school strategy for the use of technology to record, analyze and report on student performance. This is implemented consistently across the school. Where appropriate the school has implemented a system for online reporting for parents.

#### *Level 4.*

There is a coherent, regularly updated strategy for the use of technology to record, analyze and report on student performance. This is implemented effectively to track students' progress, set targets and report (online where appropriate) to parents and other stakeholders.



## 3. Administration and Management

### 3.8 Technology to support communication

#### *Level 1.*

There is no strategy for the use of technology to support communication.

#### *Level 2.*

There is no coherent strategy for the use of technology to support communication. Practices mainly replicate traditional processes and meet the needs of a few individuals.

#### *Level 3.*

There is an agreed whole-school strategy for the effective use of technology to support internal communication. This is understood and generally implemented by staff. The school has begun to use technology for external communication with other stakeholders.

#### *Level 4.*

The school strategy identifies and promotes a range of electronic approaches for effective and appropriate communication both within and beyond the school. These are understood and used by a range of stakeholders. The school promotes the environmental benefits of electronic communication and storage.



# School Self Assessment

## 4. Professional Development

### 4.1 Identifying individual skills and development needs

#### *Level 1.*

There is no attempt to audit teacher skills and needs in relation to technology. There is a reliance on individuals identifying their own needs, usually in relation to the development of technology skills.

#### *Level 2.*

There is some planning for the identification of individual teacher technology training needs. This is often generated by the arrival of new technologies or resources and focuses more on technology skills than the use of technology to improve learning and teaching.

#### *Level 3.*

There is planning for the identification of individual teacher technology training needs. This focuses on improving learning and teaching as well as technology skills. Where appropriate this is part of a teacher evaluation process.

#### *Level 4.*

There is a regular, comprehensive and systematic audit of teacher skills and needs in relation to the effective safe and secure use of technology in learning, teaching and management. Technology is always considered in a teacher evaluation process.



## 4. Professional Development

### 4.2 Identifying whole school development needs

#### *Level 1.*

Development needs are not identified in relation to the school's technology priorities and planning.

#### *Level 2.*

Some development needs are identified but these are not always linked to the school's technology priorities and planning.

#### *Level 3.*

Development needs are closely linked to the school's strategic planning and priorities for technology and include a focus on the use of technology in learning, teaching and organizational effectiveness and efficiency.

#### *Level 4.*

Development needs fully reflect the school's strategic plans and priorities and focus on technology usage in all aspects of the school's work. There are regular reviews of whole-school needs in relation to the implementation and effective use of new technologies and practices.



## 4. Professional Development

### 4.3 Teacher support

#### *Level 1.*

Teachers work in isolation with no systems for individual coaching, training or mentoring.

#### *Level 2.*

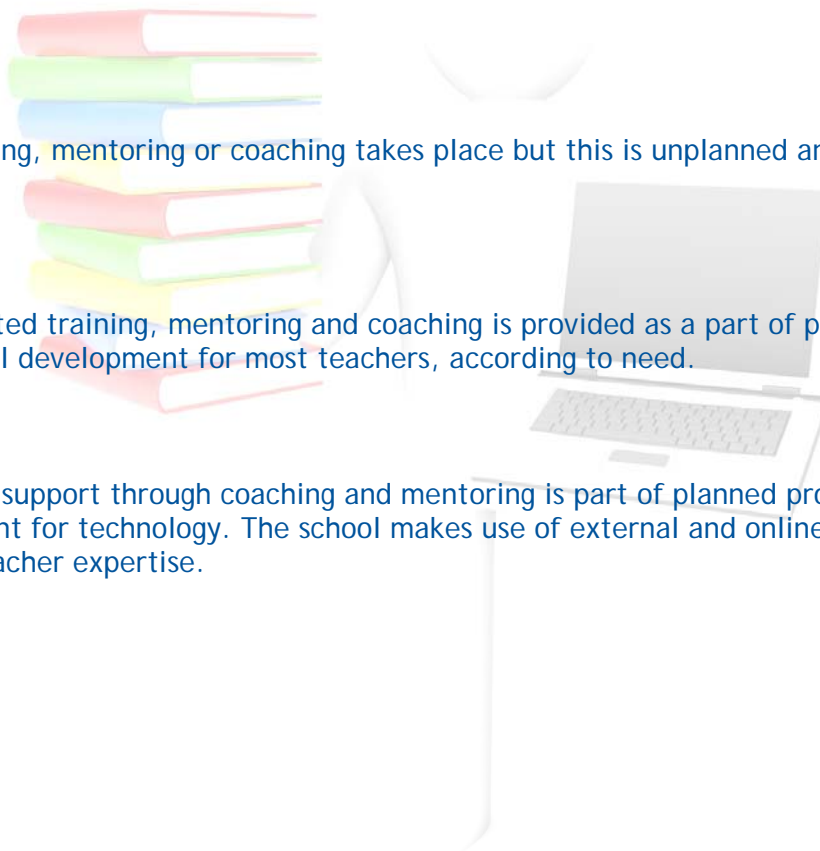
Some training, mentoring or coaching takes place but this is unplanned and on an ad hoc basis.

#### *Level 3.*

Differentiated training, mentoring and coaching is provided as a part of planned professional development for most teachers, according to need.

#### *Level 4.*

Systematic support through coaching and mentoring is part of planned professional development for technology. The school makes use of external and online support to develop teacher expertise.



## 4. Professional Development

### 4.4 Development and collaboration

#### *Level 1.*

Teachers are not encouraged or prepared to explore new technologies or practices. Collaboration is extremely limited.

#### *Level 2.*

Some teachers welcome and try new ideas but the outcomes are not generally incorporated into future curriculum planning. Collaboration is encouraged but still works only at an individual level.

#### *Level 3.*

Most teachers engage in the development of new practices with technology. Outcomes are shared widely and frequently incorporated into the curriculum. The sharing of effective practice routinely occurs across the school.

#### *Level 4.*

There is a strong culture of planned and evaluated innovation. This encourages teachers to take calculated risks in pushing the boundaries of the use of technology to make significant improvements to learning, teaching and organizational effectiveness. Successful collaboration takes place within and beyond the school.



## 4. Professional Development

### 4.5 Monitoring and evaluation

#### *Level 1.*

There are no systems for monitoring and evaluating the quality and effectiveness of professional development for technology.

#### *Level 2.*

The school has established some systems to monitor and evaluate the quality, effectiveness and return on investment for technology. Outcomes of this are beginning to inform future professional development planning.

#### *Level 3.*

The school has systems for evaluating the quality, impact and return on investment of its professional development for technology. Planning for future professional development takes account of the outcomes of evaluation.

#### *Level 4.*

Professional development for technology is systematically and rigorously evaluated. This identifies the impact on learning, teaching, pupil outcomes and return on investment. This process is integral to the planning for future professional development.



## 4. Professional Development

### 4.6 Technology to deliver professional development

#### *Level 1.*

Technology is not used to deliver and support professional development beyond training on specific technology applications.

#### *Level 2.*

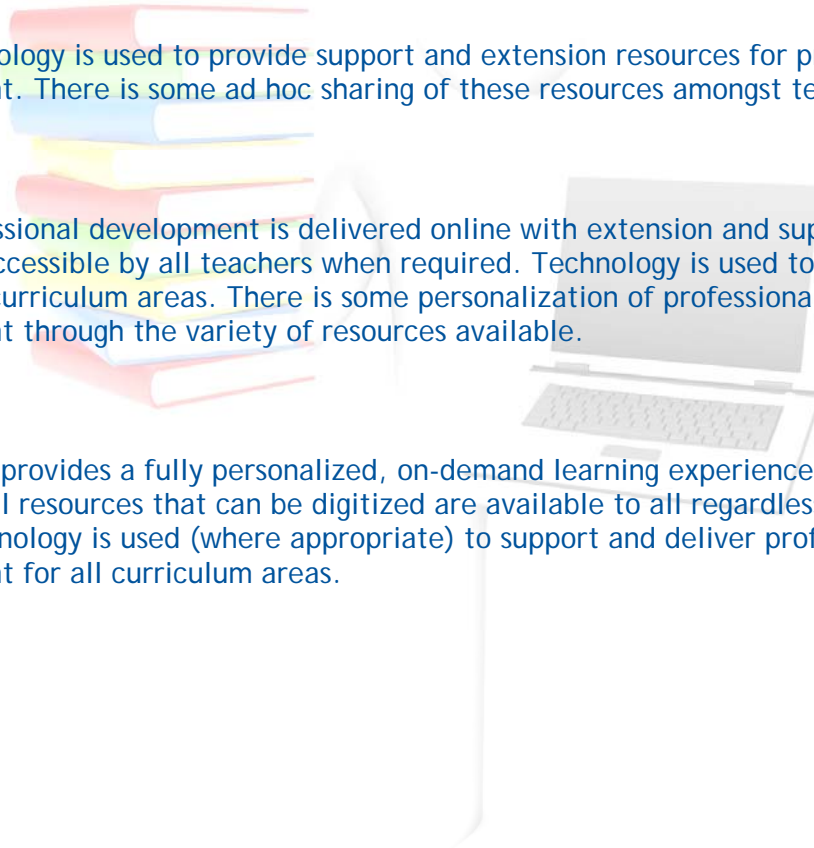
Some technology is used to provide support and extension resources for professional development. There is some ad hoc sharing of these resources amongst teachers.

#### *Level 3.*

Some professional development is delivered online with extension and support resources accessible by all teachers when required. Technology is used to support a number of curriculum areas. There is some personalization of professional development through the variety of resources available.

#### *Level 4.*

Technology provides a fully personalized, on-demand learning experience for all teachers. All resources that can be digitized are available to all regardless of time or place. Technology is used (where appropriate) to support and deliver professional development for all curriculum areas.



# School Self Assessment

## 5. Wider Community

### 5.1 Communication

#### *Level 1.*

There is little digital communication with the school's wider community. The wider community is rarely considered in relevant development plans.

#### *Level 2.*

There is some digital communication with the school's wider community. The wider community is occasionally informed of relevant school development plans.

#### *Level 3.*

There is regular digital communication with the wider community mainly through website updates and newsletter email. The wider community is often consulted on relevant school development plans through discussion forums and digital polls. The wider community is briefly considered in the school's communication strategy

#### *Level 4.*

There is regular, frequent digital communication with the wider community through a variety of media including social networking, video, email, blogs, tweets, etc. The wider community is always consulted on relevant developmental issues and invited to contribute digitally. The wider community is considered a key focus of the school's communication strategy.



## 5. Wider Community

### 5.2 Local industry

#### *Level 1.*

The school has no established links to local industry. There is little or no communication.

#### *Level 2.*

The school has a limited relationship with a small number of local businesses. The focus of these relationships tends to be funding driven. There is infrequent, low level involvement in some educational projects that may or may not have a technology focus.

#### *Level 3.*

The school has established relationships with a range of local businesses. They are often invited to contribute to a variety of educational projects for both funding and advice. There is some digital mentoring of students when linked through a specific assignment.

#### *Level 4.*

The school has well developed relationships with a wide range of local businesses. There is a formal digital mentoring program in place for both students and staff that allows for flexible communication across a range of subject areas. Projects are often developed around the requirements of the school's business partners, enabling students to work on commercially focused assignments that are appraised externally.



## 5. Wider Community

### 5.3 Training

#### *Level 1.*

The school provides no technology training or guidance for the wider community.

#### *Level 2.*

The school provides some infrequent technology training and/or guidance. The training and/or guidance is reactive and not based on an annually reviewed training/guidance strategy.

#### *Level 3.*

The school provides a limited number of technology training courses throughout the year and offers guidance and advice when asked. Training courses are designed to develop a baseline skill level and are delivered by staff. Training is planned but there is little review or development.

#### *Level 4.*

The school provides a variety of technology training courses throughout the year. There is a structure to support digital and face to face advice and guidance. Training courses are developed as part of an annually reviewed training/guidance strategy which incorporates the needs of the wider community. Courses are delivered by the most appropriate member of the school/wider community.



## 5. Wider community

### 5.4 Technology access and usage

#### *Level 1.*

The wider community has no access to the school's technology facilities

#### *Level 2.*

The wider community has very limited access to the school's technology facilities. Access is on an irregular basis and normally part of a designated "open night".

#### *Level 3.*

The wider community has access to some of the school's technology facilities. This access is on a regular basis but for a relatively short period of time. There is limited or no access outside of normal school hours and during vacation periods.

#### *Level 4.*

The wider community has access to a broad range of the school's technology facilities including guest wireless logins. Access is available during and beyond standard hours. Facilities are available at weekends and during vacation periods.



## 5. Wider Community

### 5.5 The wider education community

#### *Level 1.*

There are limited links with local schools. Communication tends to be reactive and school to school collaboration is generally district led. The school does not offer any form of guidance to others on technology related issues.

#### *Level 2.*

There are links with local schools. Communication is sometimes proactive. Collaboration is sometimes initiated by the school. There is occasional contact with schools beyond the district but this tends to be driven by individual teachers. The school provides some guidance to others on technology related issues; this is on an ad hoc basis.

#### *Level 3.*

There are links with most schools within the district. Communication is well balanced proactive/reactive. Collaboration is often initiated by the school. There is some contact with schools beyond the district and this is driven by a central communication/collaboration strategy. The school regularly provides guidance on technology related issues to schools within the district.

#### *Level 4.*

There are links with almost all schools within the district. Communication is well balanced proactive/reactive. Collaboration is often initiated by the school and the school is seen as a “pathfinder”. There is frequent contact and collaboration with schools beyond the district and this is driven by a central communication/collaboration strategy.

The school provides guidance on technology related issues to schools nationally; it provides information to support this through a variety of media.

